Technical Assistance for the Title V 2007-08 Year-End Report

Towa Department of Education

Public Districts & Accredited Non-Public Schools

The Final Report is divided into two parts:

Public School District and Non-Public School

- Districts that do not have an accredited non-public school located within their district boundaries should disregard the "non-public" side.
- For districts with more than one accredited non-public school, multiple forms will need to be used.

The Westlake Example

The following examples are how the Westlake Community School District and Westlake Christian Academy chose to complete their report. It is important to note that these are not real schools. They are used for illustrative purposes only and represent only one way of thinking.

Step 1: District Information

Public School District	Non-Public School
District Name:	Non-Public Name:
West Lake Community School District	Westlake Christian Academy
District Number:	District Number:
0000	80451
Supt/Title V Coordinator:	Supt/Title V Coordinator:
Mary Smith	Bill Johnson
Signature:	Signature:

- A small LEA might choose to fund a single activity with Title V funds.
- Many larger LEAs fund multiple activities. Choose one example that represents the activity for which the greatest amount of Title V funds were expended or in which the greatest number of students were served.
- In either case, be brief and direct.
- No attachments.

It could look something like this:

Public School District

Non-Public School

Title V funds were used to purchase additional print materials for each attendance center library. Our prioritized needs identified in our Comprehensive School Improvement Plan (CSIP) included improving reading comprehension for low SES students, students with IEP's, ELL students, and male students in K-8 and improving vocabulary acquisition in grades 7 & 8.

Title V funds were used to purchase computer software to enhance our reading instruction at grades 3-8. Student achievement data indicates the need to address proficiency in reading comprehension, particularly at the upper elementary and middle school levels. The software to be purchased is for <u>instructional</u> use consistent with federal guidelines and will be used only to supplement teacher-provided instruction.

Step 3: Primary Target Population and Number Served

Step 3: Primary Target Population and Number Served

Staff and student counts in this section are BEDS counts rather than certified counts.

Step 3: Primary Target Population and Number Served

Primary Target Population and Number Served Under This Activity			
Public School District	Non-Public School		
Number of Campuses: 3	Number of Campuses: 1		
Number of Staff: 72	Number of Staff: 8		
Number of Students: 1150	Number of Students: 96		

Step 4: Program Goals Addressed

Step 4: Program Goals Addressed

In this section districts and schools should check all program goals that apply to their Title V Activity.

Step 4: Program Goals Addressed

Title V Innovative Program Goals Addressed (check all that apply to your Title V activity):

Public School District	Non-Public School
 By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. 	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. 	 All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
☐ By 2005-2006, all students will be taught by highly qualified teachers.	 By 2005-2006, all students will be taught by highly qualified teachers.
 All students will be educated in learning environments that are safe, drug free, and conducive to learning. 	All students will be educated in learning environments that are safe, drug free, and conducive to learning.
☐ All students will graduate from high school.	All students will graduate from high school.

Step 5: Program Areas Addressed

Step 5: Program Areas Addressed

In this section districts and schools should check all program areas that were addressed by their Title V activity.

Step 5: Program Areas Addressed

	Title V Innovative Program Area(s) Addressed (check all that apply to your Title V activity):				
	Public School District		Non-Public School		
Size	Teacher Quality, Professional Development and Classe Reduction	Size	Teacher Quality, Professional Development and Classe Reduction		
	Technology and Educational Materials		Technology and Educational Materials		
	Education Reform and School Improvement		Education Reform and School Improvement		
	Programs for Specific Student Populations		Programs for Specific Student Populations		
	Parental Options		Parental Options		
	Literacy, Early Childhood Education and Adult Education		Literacy, Early Childhood Education and Adult Education		
	Community Service and Community Involvement		Community Service and Community Involvement		
	Health Services		Health Services		
	Other		Other		

- Title V expenditures should be embedded within the district's school improvement effort - It should not be an add-on activity.
- Title V should fund activities that lead to increased student achievement.
- Title V may never be used to supplant current funding.
- Be brief and direct in your description.
- No attachments

It could look something like this...

Description of your Title V Activity including how it contributed to improved student achievement and/or increased quality of education.

Public School District

Non-Public School

Increasing the amount and variety of print materials available to our students provides teachers more options for instruction. This increase in options allows teachers to sharpen the instructional focus for students. Combined with our district's professional development efforts in comprehension we hope to increase interest in reading and improve student achievement scores in reading comprehension for all students, but especially ELL students, students with IEPs, and males, K-8.

We hope to increase student motivation to read through the purchase of reading computer software for grades 3-8. This software will allow us to track individual and group students achievement scores for the purposes of informing instruction. This software will supplement teacher-provided instruction.

Performance Target/Expected Results:

- As a result of the Title V activity, state what is expected in terms of student achievement.
- Did the district expect reading achievement increases?
- Mathematics achievement increases?
- Science achievement increases?
- General achievement increases?

It could look something like this...

Title V Innovative Programs Program Evaluation				
Public School District	Non-Public School			
Performance Target/Expected Results:	Performance Target/Expected Results:			
We expect an increase in reading comprehension proficiency for the following groups: low SES, IEP, and ELL.	We expect an increase in reading comprehension achievement for students in grades 3-8.			

Describe the means by which the results were measured or the effectiveness was determined:

Use data that is currently collected in the district.

It could look something like this...

Describe the means by which the results were measured or the effectiveness was determined:

Iowa Tests of Basic Skills (ITBS)
Iowa Tests of Education Development
(ITED)

Describe the means by which the results were measured or the effectiveness was determined:

We analyzed the data from the following:

Computer software progress tests Iowa Tests of Basic Skills (ITBS)

Actual Results

- What were the district's actual student achievement results?
- Do the data indicate that student achievement has changed?
- If so, what are the changes?

It could look something like this...

Actual Results:

The data indicated an increase in reading comprehension proficiency from the prior year for low SES (.3 GE overall) and a decrease for students with IEP's (.1 GE overall). We are collecting baseline data for our ELL subgroup.

Actual Results:

We collected baseline data.

Actual Results:

- Be specific and measurable.
- Statements such as: "Students showed a great deal of improvement" are too vague.

Consider the results you achieved, your CSIP goals, and your school improvement efforts.

- Will the district/school continue to expend Title V in the same manner?
- Will the district/school target other areas for Title V expenditures?

It could look something like this...

Describe how the evaluation will be used to improve student achievement and/or increase the quality of education next year:

Title V expenditures for the coming school year will be aligned with the revised prioritized needs of Westlake Community School District. Current Title V data will be reviewed as revised prioritized needs/goals are identified.

Describe how the evaluation will be used to improve student achievement and/or increase the quality of education next year:

We plan to purchase addition computers during the coming school year. We will continue to collect and analyze the data.

- An Acquisition & Use of Materials, Equipment, and Staff Development Programs form must be completed, if the Title V funds were used to:
 - acquire materials or equipment
 - Pay for staff development programming

- It is <u>not</u> appropriate to assign this report to a school board secretary or business manager.
- Since it requires the study and reporting of student achievement data, it should be completed by superintendents, curriculum directors, or building principals.

Title V reports may be submitted electronically, by fax, or by U.S. Mail. A signature of the business manager or superintendent is required.

 All forms necessary to complete the final report are available on the Title V page of the Iowa Department of Education website.

Send to:

Debbie Boring, Title V Director lowa Department of Education Grimes State Office Building Des Moines, Iowa 50319-0146

debbie.boring@iowa.gov

For additional technical assistance contact

at:

Debbie Boring

515-281-4750

Or

debbie.boring@iowa.gov